

# PERFORMANCE ASSESSMENT

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## LEARNING TARGET

STUDENTS WILL UNDERSTAND  
WHEN TO USE PA (CONCEPT)

STUDENTS WILL UNDERSTAND THE  
PERILS OF PA (CONCEPT)

STIGGINS

PAGES

155-182

## PA DEFINED

Students demonstrate performance of certain skills or create products to meet standards, while the teacher observes the performance.

## WHEN TO USE

- 1) when assessing skill targets, 2) when all students have equal access to materials in class and at home,
- 3) when there is time, &
- 4) for an active hands-on way to engage students

## ASSESSMENTS TO METHODS

- Fact Targets: Not the best choice
- Concept Targets: Okay for concept based skills
- Skills Targets: Best Choice
- Disposition Targets: Okay for process based dispositions

## PURPOSE

You must have a clear idea of why you are assessing.

## DEFINING PERFORMANCE

### Rubric creation with your class

- 1) Discovering
- 2) Condensing
- 3) Defining
- 4) Applying the Rubric
- 5) Refining

## EFFECTIVE TASKS

- Tasks will provide you with enough evidence that the target is met
- Feasible: Students have enough time for the task
- No bias: Students know exactly what they need to do

## SELECTING A SAMPLE

- Reason/Purpose: most important target = most resources
- Scope: Narrow = easier assessment
- Coverage: larger exercise v. small exercise
- Time: more time = more samples
- Consistency: = performance level
- Proximity to Standard: far from standard means extend the sample

# POTENTIAL SOURCES OF PROBLEMS

Problem	Solution
Inadequate vision of the learning target	Sharpen your focus.
Mismatch of target and method	Ensure target and assessment are only for complex reasoning, performance skill, or product assessment.
Unclear performance criteria	Sharpen your focus.
Incorrect performance criteria	Compare high and low quality samples to find keys of success.
Biased tasks	Seek to understand the social, cultural, and linguistic backgrounds of your students.
Insufficient sample of tasks	Clarify your achievement target and potentially expand your sample.
Too little time to assess	Add trained raters. This may potentially include your students.
Untrained raters	Provide them with practice in applying the criteria (train them).

# Dope Examples

Focus of Assessment

	Process/Skill Target	Product Target
Reading	Oral Reading fluency	
Writing	Cursive writing skill; keyboard	Samples of writing
Mathematics	Manipulate objects to form sets (SET)	Model depicting math principle
Science	Lab safety procedures	Lab research report
SS	Debate	Term paper
Foreign Language	Oral fluency	Sample of writing
Art	Use of materials	Artistic creation
Technical Ed	Computer operation	Software system designed
Vocational Ed	Following prescribed procedures	Effectively repaired machine
Teamwork	Each member's contribution	